

**Project Title:** The Socio-Emotional Well-being of Early Childhood (SEWEC) Project  
 幼兒教師社會情緒發展(SEWEC)計劃

**Project Number**  
 2014/0446

**Name of Organization:** The Hong Kong Institute of Education

**(1) Objectives:**

- 1) To enhance the emotional intelligence and literacy of preschool teachers, as well as the communication skills of their emotional experience;
- 2) To provide training, as well as hands on experience, in the design of an evidence-based curriculum for enhancing the socio-emotional competence of young children;
- 3) To provide training in the delivery and evaluation of an evidence-based curriculum for enhancing the socio-emotional competence of young children.

**(2) Targets & Expected Beneficiaries:**

More than 30 preschools will be involved in this eighteen months programme. It is expected that about 9,000 children and 600 preschool staff members will receive direct benefit from the programme. Moreover, an open event at the end of the programme will be held for all staff and parents of preschools in Hong Kong.

**(3) Implementation Plan:**

- i. Duration: 18 months
- ii. Process: There will be three phases of the project implementation:

Pre-programme Mentorship Training:

Mentors (Preschool Head Teachers) will receive information on the project including the aims, content, requirements, and expected outcomes. They will also receive training in socio-emotional assessment of children.

Training Programme:

Participants will go through self-evaluation and training in emotional literacy and communication skills with parents, as well as various areas of socio-emotional development for early childhood.

Curriculum Design Workshops:

Participants will work in small groups under the guidance of the project team members to develop a proper teaching session with the main contents for childhood socio-emotional well-being.

**(4) Products:**

- i. A website will be created to serve as an information hub for the project with materials on the learning modules posted;
- ii. A series of curricula, including teaching materials, designed and developed based on the CSEFEL model during the workshops will be shared among all participating preschools.
- iii. A databank of curricular will be generated with full details of lesson plans and materials.
- iv. A platform for better communication and mutual support among preschools will be created.

**(5) Budget:**

A total of \$1,015,000 is requested with breakdown as: Staff Costs (\$510,469); Services (\$66,000); Equipment (\$218,200); General expenses (\$59,500); Audit fee (\$15,000); Administrative and management charges (\$131,131); Contingency (\$14,700).

**(6) Evaluation:**

Both process and outcome evaluation will be conducted.

Process evaluation:

The process evaluation will include the participants' perceptions of the planning, main contents, and the delivery of the programme contents. The scope of the evaluation will cover the full programme, individual sessions of the learning modules, workshops, and the symposium. In addition, the consultant who is responsible for delivering the programme will also be evaluated.

Outcome evaluation:

For outcome evaluation, a pre- and post-intervention design in such a manner that students' behaviour will be assessed before the participants have received the intervention and the assessment will be repeated again and with a group interview four months after the participants have completed the intervention programme.





## The Socio-Emotional Well-being of Early Childhood (SEWEC) Project:

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### Part C Project Details

#### Needs Assessment and Applicant's Capability

##### *Background and the significance of the project*

It has been recognized that socio-emotional development including the experience, understanding, and the expression of feelings, as well as the ability to manage emotions, and the comprehension of emotional states of others is an important aspect of child development (Copper et al., 2009). Children learn these socio-emotional skills from the environment in which they are nurtured, mainly through the connection with their family, peers, teachers, and the community. These capacities contribute to children's self-confidence and competence in developing meaningful interpersonal relationships that are particularly important during early childhood. Children with healthy socio-emotional development are more able to express their ideas and feelings, display empathy towards others, feel self-confident, make friends more easily, and succeed in academic achievement (Cooper et al., 2009).

However, in recent years there has been a high and increasing prevalence of mental health problems in children and adolescents worldwide (WHO, 2012). About one quarter of children and adolescents has experienced a mental problem in the past year, and about one third across their lifetimes was noted (Merikangas et al., 2009). The median prevalence rate of Attention Deficit Hyperactivity Disorder (ADHD) increased from 3% to 4% (Elia et al., 1999; Costello et al., 2005), while the median 12-month prevalence rates of Conduct Disorder (CD) and Oppositional Defiant Disorder (ODD) were 6% (Costello et al., 2004). Sabaté (2004) stated that the prevalence of depression is 0.3% in early childhood, 2% in school children, and 4-8% in adolescents. The symptoms might include change in behavior such as irritability or anger, social withdrawal, difficulty in concentration, impaired thinking, and difficulties at school. While depression in adolescents is one of the main risk factors for bipolar disorder, drug or alcohol abuse and suicide, unfortunately depression in early childhood has frequently been overlooked or misdiagnosed as some other problems.

Many developmental and mental health problems in adolescence could be attributed to problems at the early stages of growth, as early as the preschool period. Substantial evidence has been provided by many studies that a number of mental disorders are developed early in childhood, linger on during adolescence, and become clinically relevant in adulthood (Kessler et al., 2007; Reinherz et al., 2003). Moreover, it has been identified that childhood mental health problems have a severe impact on children's ability to function socially, academically, and emotionally (US Department of Health and Human Services, 1999). It has also been recognized that developmental issues, particularly negative socio-emotional experiences in early childhood, may affect their cognitive, behavioural, and socio-emotional development that, in turn, leads on to academic difficulties in school and later to workplace and relationship problems in adulthood (Cooper et al., 2008). On the other hand, children who experience healthy social, emotional, and behavioural competence tend to thrive throughout their childhood period and are more likely to have good academic performance in elementary school (Shonkoff, 2004). Recent research has strengthened the view that early childhood programmes support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy socio-emotional development (Yurgelun-Todd, 2007; Taylor et al., 2013).

The efficacy of programs designed to enhance the socio-emotional development in bettering behavioural and academic outcomes has been demonstrated (Durlak et al., 2011). Research findings suggest that teachers can accomplish children's socio-emotional learning through effective instruction, students' engagement, parents' participation, and community involvement in planning and implementing programmes in the classroom (Greenberg et al., 2003; Durlak et al., 2011). Teachers can also help children to identify their emotions so that children are able to re-evaluate their internal thinking and gain confidence and ultimate success in school, thus becoming responsible citizens (Elias, 2006; Kong, 2011). Hence, apart from parents, teachers or preschool teachers play a significant role in the development of children's emotional literacy.

By and large, socio-emotional development programmes for early childhood are mainly formulated on the basis of interpersonal interactions that take place between the adults and children in those programmes. There are different curriculum models focusing on promoting the socio-emotional development and school readiness of young children. The Wisconsin Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children in the US provides a framework of different levels to promote the social emotional well-being of children (Fox et al., 2009). It includes systems and policies to ensure an effective workforce, provision of support for children through nurturing and responsive relationships and a high quality learning environment, prevention of risky behaviour through some targeted social emotional strategies, and provision of early interventions for children with risky behavior (Fox et al., 2009). The Mayor-Salovey model is an information processing model that helps in operating cognitive and emotional systems. It focuses on enhancing children's capacity to move from emotional perception to integration, to understanding, and then to management (Salovey et al. 2000). Social emotional learning (SEL) is a process of life skills learning which focuses on reinforcing positive behaviours and reducing negative behaviours. Positive behaviours include the improvement of social emotional skills, attitudes towards interpersonal relationships and behaviour within a classroom. Negative behaviours



include reduction in conduct problems and emotional distress (Greenberg et al. 2003; Durlak et al., 2011).

In Hong Kong, despite the recognition of the importance of promoting social and emotional learning in the school system, schools have been slow to incorporate emotional literacy into their structure (Chan, 2002). On the other hand, there is a call for promoting children's lifelong learning and all-round development within the Hong Kong schooling system including preschool education (Education Bureau, 2012). While whole person development has been advocated as the guiding principle in education, few evidence-based models are available to guide the design and development of curricula or the delivery of these curricula to meet children's learning and socio-emotional needs and to promote their whole-person development. Furthermore, as previously mentioned, preschool teachers play a crucial role in the development of emotional literacy and competence in young children. Hence, it is essential for preschool teachers themselves to be emotionally literate and competent in order to be able to act as role models, as well as to assist young children in developing their emotional health. In other words, preschool teachers need to be equipped with an adequate level of emotional intelligence. Moreover, parents, as the key players and partners with teachers in child development, need to be informed by and communicate with teachers regarding the emotional learning of their children at school in order to support and enhance their children's experience at home. Unfortunately, it has been noted that preschool teachers have received little training in emotional literacy or skills in communication of emotional experience of their young students to parents (Chan, 2002).

There is an urgent need to fill the gap in training of emotional literacy and communication skills in emotional experience, as well as the knowledge and skills of designing and delivering evidence-based curricula on socio-emotional development among teachers of preschool education. This could be reflected from a recent small-scale survey conducted among some current serving preschool teachers in Hong Kong. A market survey has been conducted with 121 in-service preschool teachers seeking their views on the needs of studying a course of the aforementioned nature. The questionnaire consisted of 8 close-ended items using a 4-point scale ranging from '1 = strongly disagree' to '4 = strongly agree' in order to explore their views on the importance of enhancing early childhood socio-emotional competence and the current teacher training in the socio-emotional aspects. An open-ended question was also included to describe teachers' expectations of this course. A total of 113 teachers responded and reflected that it is very important to strengthen children's socio-emotional development, communication skills with teachers and parents, and teaching skills for enhancing children's emotional well-being (mean score: 3.73 - 3.81). However, the teachers perceived that the current teacher training cannot provide adequate knowledge and skills to enhance the capacity of pre-service education in promoting children's mental and emotional well-being (mean score: 2.19 - 2.39). Responses indicated a strong demand for a teacher training programme for enhancing the understanding of emotional literacy and communication of teachers, and skills in developing and teaching a curriculum for improving children's mental and emotional well-being (mean score: 3.40 - 3.48).

In order to fill the gap in the training of EC teachers, the Socio-Emotional Well-being of Early Childhood (SEWEC) has preliminarily been designed. The formulation of the programme is mainly based on the conceptual framework of the Wisconsin Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children in the US (Fox et al., 2009). Adopting the evidence-based training modules developed by the Centre of Social Emotional Foundations for Early Learning (CSEFEL), the contents of the competence training programme were generated with modifications to the original modules using expertise gained through years of research in the area of socio-emotional development in early childhood. However, further refinement would be required subject to suggestions from preschool teachers through in-depth consultations.

### *Applicant's Capability*

The Hong Kong Institute of Education (HKIEd) is the major institute that provides comprehensive teachers' education at all levels of pre-school and school education including preschool education in Hong Kong. The Early Childhood Education Department of the HKIEd offers teachers' education in ECE at various levels of training including High Diploma and Bachelor degree programmes. The BEd(ECE) programme is the only full-time degree programme offered as a full undergraduate programme by a local tertiary education institute. Other similar programmes could be found at the Baptist University only in the School of Continuing Education or at the Open University as a part-time 2-year or 3-year programme in conjunction with an overseas university. The ECE programme aims to provide state-of-the-art and evidence-based education and training to future preschool teachers in theory, practice, and learning through field experience for the design, implementation and assessment of quality programmes for children from 0 to 8 years of age. The department is also staffed with scholarly professionals and practitioners in the field of ECE in many different areas of specialty including experts in early childhood development, particularly in socio-emotional well-being and growth.

Dr. Emmy M. Y. Wong is an Assistant Professor working in the Department of Early Childhood Education and teaching in the area of health promotion and health education for children and adolescents. She has experience of health education in promoting school health and has a deep collaboration with the local preschools for running different health related projects. Currently, she is the task group member of the StartSmart@school.hk.Campaign and a Consultant for the healthy school committees of many primary schools in Hong Kong. Her projects include health promotion and disease prevention with a focus on social and emotional wellbeing and childhood obesity, planning and evaluation of health



Promotion programmes; school health policy and services; and teacher training for health education. Some projects related to child and adolescents' health including The Health and Safety in Kindergarten (HKG) Project, the Life Style Modification Programme to educate mothers on weight management in their obese children, and the Well-being and Environment Project are all well-recognized.

~~Professor Lawrence T. Lam~~ is a Behavioural Epidemiologist who specialised in the area of Child and Adolescent Mental Health. He is also a qualified Research Psychologist with training in Public Health. Before joining the HKIEd as Professor of Health Studies, he had been working in a Children's Hospital and lecturing in Medical Schools of different Universities in Sydney, Australia for more than 15 years. His work and research cover a range of child and adolescent developmental and behavioural issues and the psychosocial development of young children. He has developed and led many international projects in these areas of research. He has been appointed the Vice President of the Hong Kong Society of Behavioural Health and is invited as a member of the Planning Committee for the future development of the ECE programmes, as well as the overall direction of the ECE department of HKIEd.

~~Dr. Anita K. Y. Tsui~~ is an Assistant Professor in the Department of Early Childhood Education. Her areas of research and teaching are in promoting children's physical well-being as well as preschool quality assurance. She is currently undertaking research on preschool indoor air quality and children's health risks. Her projects involve health promotion in preschools and Zippy's Friends Project, teacher professional development and school-based quality assurance. She has 20 years' experience in early childhood education teacher and principalship training. She had been Programme coordinator and Field Experience Coordinator for 3 Year full-time Certificate of Education (Early Childhood Education) Course from 2005-2008 and 4 Year full-time B.Ed (Early Childhood Education Course from 2008 – 2012. She had been Course Coordinator for Principalship Certificate Course for Kindergarten (2009-2011). She is a consultant to numerous kindergartens as well as trainers and advisor for more than 50 preschools. Numerous preschools and institutions in Hong Kong recognize her expertise and contributions in early childhood education.

## **Details on the Project**

### **Goals and Objectives**

The SEWEC project for EC teachers builds upon the concept and some of the evidence-based training modules of the CSEFEL model. There are three major aims of the intervention program: 1) to enhance the emotional intelligence and literacy of preschool teachers, as well as the communication skills of their emotional experience; 2) to provide training, as well as hands-on experience, in the design of an evidence-based curriculum for enhancing the socio-emotional competence of young children; 3) to provide training in the delivery and evaluation of the evidence-based curriculum for enhancing the socio-emotional competence of young children.

On the completion of the programme, it is also anticipated that the following specific objectives could be achieved for different key players:

#### **For Preschools**

- i. Enhance the overall development of students through the enriched curriculum for improving their socio-emotional competence;
- ii. Develop a high quality early childhood environment that promotes positive outcomes for all students;
- iii. Establish a nurturing, responsive, and caring ethos and culture in the preschool;
- iv. Strengthen the relationships among principals, governors, teachers, parents, students, and the community partners.

#### **For Preschool Teachers**

- i. Receive training in emotional literacy and communication skills of emotional experience;
- ii. Acquire professional skills in designing an evidence-based curriculum with multiple approaches to promoting socio-emotional development in early childhood;
- iii. Gain hands-on experience of delivering the designed curriculum with an appropriate emotional response, supportive and positive activities for enhancing the socio-emotional development of young children;
- iv. Attain better skills in listening and communicating with parents and caregivers of young children in order to elicit assistance from parents to enhance the socio-emotional development of students under their care;
- v. Develop a network with principals and teachers of preschools for sharing curriculum materials, experiences, and insights to teaching, and formulating a critical mass for the future development of preschool education in Hong Kong.

#### **For Students**

- i. Enjoy a supportive, positive, and responsive relationship with teachers and other carers for the development of a healthy socio-emotional life and well-being;
- ii. Benefit from the roll-on effect of better achievement and development in other aspects of early childhood development.

#### **For Parents**

- i. Enjoy a supportive, positive, and responsive relationship with teachers;
- ii. Better communication from teachers regarding the socio-emotional development of their children;



- iii. Receive better parent education from the preschools;
- iv. Be actively involved in supporting the efforts of teachers for the better mental and emotional well-being of their children.

### Targets and Expected Number of Beneficiaries

The project will last for one and half year and more than 30 preschools will be recruited. Assuming the average number of students is approximately 300 with an average of 20 teaching and non-teaching staff in each preschool and a student teacher ratio of 15:1, more than 9,000 children and 600 preschool staff members will receive direct benefit from the programme. In addition to these direct beneficiaries, there are others who could also gain benefits from such a programme. These include the parents and immediate family members of the children, as well as the community partners of the preschools. Moreover, as an outcome of the programme, a web-based warehouse of curriculum materials will be created and shared among all participating preschools. With this connection, the warehoused materials could also be shared among different preschool networks and organisations. In addition, a symposium will be held at the end of the programme to showcase the products and to allow the participants to share their learning experiences. This will be an open event for all preschool staff and parents in Hong Kong. As a result, numerous indirect beneficiaries could be expected.

At the end of the programme, participants will receive a certificate certifying their attendance and involvement in the project as well as receiving training on socio-emotional development in early childhood based on the Wisconsin Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children model.

### Innovation

A novice SEWEC programme has been designed specifically for the project combining two essential components: 1) training of emotional literacy of preschool teachers and communication skills in emotional experience, and 2) skills in the design, delivery, and evaluation of an evidence-based curriculum for enhancing the socio-emotional competence of young children.

More than 30 preschools will be recruited through the network of the Department of Early Childhood Education, Hong Kong Institute of Education. Principals and teaching staff, particularly senior teaching staff, will be invited to participate in the mentorship training and the actual training programme with the main learning module lasting for about ten months, followed by two workshops and a symposium. The contents of each component are briefly described below:

#### Pre-programme Mentorship Training

Principals and senior teachers (Preschool Head Teachers) of the participating preschools will be invited, as mentors for their staff later on, to join the pre-programme introductory and training sessions. During these sessions, the principals and senior teachers will receive information on the project including the aims, content, requirements, and expected outcomes. They will also receive formal training in conducting behavioural assessment based on the Social Competence Behaviour Evaluation (Short Form; SCBE-30) (LaFreniere & Dumas, 1996). Before the commencement of the project, the principal or a senior teacher of each preschool will perform a detailed assessment using the instrument for establishing the baseline of the socio-emotional status of students. Information collected will be used as part of the evaluation as well as a feedback mechanism to the preschool at the end of the programme.

#### Training Programme

The learning module consists of a series of interactive talks utilising blended learning with multiple teaching approaches including lectures, online multimedia study, role playing, and activities. The contents of the learning module will cover many areas aiming to achieve the three main goals, namely:

- 1) to enhance the emotional intelligence and literacy of preschool teachers, as well as the communication skills of their emotional experience;
- 2) to provide training, as well as hands-on experience, in the design of an evidence-based curriculum for enhancing the socio-emotional competence of young children;
- 3) to provide training in the delivery and evaluation of the evidence-based curriculum for enhancing the socio-emotional competence of young children.

In the first few talks, participants will go through a self-evaluation of emotional literacy and communication followed by brief training in these two areas in order to enhance their emotional intelligence. In the following sessions, various areas of socio-emotional development for early childhood will be introduced. These include: assessing the function of children's behaviour; helping children to manage their own behaviours; promoting positive social interaction through the use of the environment and activities; promoting positive peer social interactions; positive behaviour support; using functional communication techniques to replace challenging behaviour; helping children to express their wants and needs; helping children to express warmth and affection through modelling, etc.

#### Curriculum Design Workshops

Following the series of talks, curriculum design workshops will be held. The main purpose of these workshops is to allow participants to gain hands-on experience of the development of an actual curriculum and materials that are based on research evidence established in the literature and which follow the CSEFEL model. During the workshop, participants



Work in small groups under the guidance of the project team members who are all well-versed in the programme to develop a proper teaching session with the main contents for improving and developing the socio-emotional competence and well-being of young children. Participants will be required to utilise the skills they have acquired in their previous ECE training, the newly gained knowledge in socio-emotional development, and their own experience of designing and developing the teaching session. Furthermore, they are to produce a detailed description of the lesson plan, materials required, and activities involved by the end of these workshops for the purpose of sharing with other participants.

#### SEWEC Sharing Symposium

A symposium will also be held at the end of the workshops for all participants, their associates, colleagues, and community partners. The purpose of the symposium is to showcase the products or outcomes of the workshops. Some groups will have an opportunity to present the designed teaching session demonstrating their understanding and appreciation of socio-emotional development in early childhood.

To facilitate better communication and sharing of materials produced by the participants, a web page will be created under the Department of Early Childhood Education, HKIEd site to house the produced materials. Access to the site through a password will be granted to all participants and their corresponding preschools and organisations.

### Conceptual Framework

The overarching conceptual framework is based on the Pyramid Model for Supporting Social Emotional Competence in infants and Young Children proposed by Fox et al. (2009). A schema presentation is depicted in Figure 1 below.

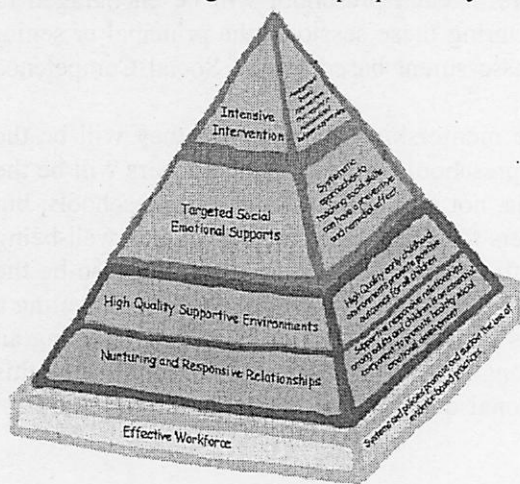


Figure 1. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children. (Source: Centre on Social Emotional Foundation for Early Learning <http://csefel.vanderbilt.edu/>)

The model consists of four interrelated levels of practice aiming to cultivate an environment, individual quality and skills that are conducive to the healthy socio-emotional development of young children. Based upon the first level of cultivating a nurturing and responsive relationship among adults and children, a high quality, supportive, and caring environment that promotes positive socio-emotional outcomes for young children could be built. To supplement the effect of such an environment in socio-emotional development, formal social and emotional skills need to be taught, through a variety of means and using a systematic approach, to young children. These skills could have remedial effect of some inappropriate social behaviours or emotional expressions and manifestation, as well as having a prevention effect on those behaviours. At the apex of the pyramid is the last resort of intensive intervention that aims to target children who need additional care and individual support. Based upon this conceptual model, the early childhood socio-emotional competence training programme has been designed with the foundation firmly established on the individual level of the preschool teacher as the agent of change. Hence, the programme first aims to improve the emotional intelligence of preschool teachers with tailor-made training provided by an expert in the field so that these teachers could serve as the main resources as well as a role model for young children. Furthermore, as suggested by the conceptual framework, a nurturing and responsive relationship among adults and children is essential for young children's socio-emotional competence development. In order to achieve this, it is important for preschool teachers to acquire a high level of emotional literacy themselves, and to have a good understanding of their own emotional state. Upon the successful attainment of their own emotional understanding, these preschool teachers could, in turn, be able to have the discernment and the capacity to provide appropriate and high quality emotional support to young children under their care. Closely related to the second and third aims of the project, namely skills and experience in curriculum design and delivery of teaching in social and emotional skills to children, is the ethos of the next level up the pyramid.



### Teachers' and Principals' Involvement in the Project

As previously mentioned, the programme has been designed for preschool teachers, including principals and teaching staff of preschools. In fact, all principals and preschool teachers are the main target participants of recruitment for the programme. It has been planned that the principal and senior teachers of the participating preschools will be invited to take part in the programme. As indicated in the previous section on the expected number of beneficiaries, about 30 preschools will be recruited in a year. Assuming that there will be, on average, 3-5 preschool teachers including the principal and the senior teachers joining the programme, there will be 90-150 principals and senior teachers trained as a result of this project. These trained preschool teachers will be encouraged to pass on their knowledge and skills to their junior colleagues within their preschool networks and organisations. Moreover, as already mentioned above, at the end of the programme, a symposium will be organised to showcase the products or outcomes of the workshops, as well as to allow participants to share their experience and lessons learnt during the programme. The symposium will be an open event with staff and parents of all preschools in Hong Kong invited.

For the recruitment, preschools will be sourced from the connections and networks established by the Department of Early Childhood Education, HKIEd. Through these connections and networks, the project team will make announcements via emails and letters to make contact with preschools with the aims and details of the project briefly described. Preschool principals and senior teachers will be invited to participate in an introductory talk on the project in two meetings. The background, purpose and procedure of the project will be explained to the representatives of these preschools during the introductory talk. The principals and senior teachers of each preschool will be encouraged to participate themselves, as well as to allow the involvement of their staff. During these sessions, the principal or senior teachers will receive formal training in conducting a proper behavioural assessment based on the Social Competence Behaviour Evaluation (Short Form; SCBE-30) (LaFreniere & Dumas, 1996).

In addition, principals and senior teachers will be heavily involved in the mentorship training since they will be the mentors of their junior staff members as well as the assessors of their own preschools. These senior teachers will be the main drive in the design and development of new socio-emotional curricula, not only within their own preschools, but also throughout their networks. In other words, they will become key members for promoting socio-emotional well-being in early childhood through their own networking and training of junior staff. As senior teachers, they will also be the frontline people communicating with parents via parents' education, and even providing training for parents in creating a better socio-emotional environment at home. In that case, they could act as active agents for changing and creating an environment for better socio-emotional development of young children in Hong Kong. It is also our plan to follow up this project with another focusing on training for early childhood socio-emotional development at home through parents' education via preschools.

### Budget:

The budget items are summarized in the following table:

Items	Description	HK\$
1	<u>Staff Cost</u>	
	a. Project Officer: \$28,000 (monthly salary) x 1.05 x 12 months	352,800
	b. Project Assistant: \$20,000 x 1.05 x 6 months	
	c. Student helpers:	126,000
	- \$58 x 1.05 x 4 hours x 3 training workshops x 6 helpers	
	- \$58 x 1.05 x 8 hours x 1 symposium x 6 helpers	4,385
	- \$58 x 1.05 x 50 hours x data management x 4 helpers	2,924
	- \$58 x 1.05 x 100 hours x (video shooting and post production in the pre-programme mentorship training, training programme, curriculum design workshops and symposium) x 2 helpers	12,180
		12,180
	<b>Subtotal</b>	<b>510,469</b>



2	<u>Services</u> Consultant services for conducting teacher training programme including Pre-program Mentorship Training, Training Programme and Curriculum Design Workshop, and activities such as face-to-face lectures, project team meetings, lecture notes preparation, briefing and debriefing.	66,000
3	<u>Equipment</u> <ol style="list-style-type: none"> <li>Website design and development and layout design</li> <li>Production of teaching material</li> <li>Digital video camera and accessories</li> <li>Purchasing of the SCBE-30</li> </ol> Subtotal	150,000 30,000 6,500 31,700 218,200
4	<u>General Expenses</u> <ol style="list-style-type: none"> <li>Printing for teaching material, questionnaire</li> <li>Cost of running seminars</li> <li>Venue rental: \$1,000 x 30 hours</li> <li>Travelling fee</li> <li>Miscellaneous: Banner, storage device, postage, stationary, photocopying, etc.</li> </ol> Subtotal	8,000 6,000 30,000 5,500 10,000 59,500
5	Audit fee	15,000
6	Administrative and management charges	131,131
7	Contingency fee	14,700
	<b>Grand Total</b>	<b>1,015,000</b>

Justification of the budget items

Staff cost

Project officer

A project officer will need to contribute in the areas of:

- assisting the project leaders in planning and development, management and overseeing the project operation;
- ongoing evaluation including the review of school curricula, process evaluation and outcome evaluation of the programme;
- providing academic and professional advice on comprehensive assessment and ongoing support to mentors;
- assisting the project leader in analysing the data and exploring the factors to improve the programme;
- overseeing the development of various resource materials;
- networking with the preschools;
- providing logistic support to meetings, seminars, workshops and other activities of the project;
- assisting in necessary data collation (interviews and surveys) and data analysis;
- assisting in the preparation of progress reports for the Quality Education Fund.

Requirement:

- Master degree in health or educational or psychological studies;
- Proficiency in written and spoken Chinese and English;
- Substantial project and research experience in health promotion / behavioural sciences / social sciences / health sciences related project(s)

Project assistant

A project assistant will be responsible for:

- assisting in the development and production of website;
- organising the training seminars, workshops, symposia, and action learning groups;
- assisting in data collection (interview and surveys) and data analysis;
- supporting preschools with enquires;
- assisting in the development and implementation of the exemplar for mental health curricula and teacher training



programmes;

- assisting in preparation of final report to the Quality Education Fund.

Requirement:

- Bachelor degree in health or a related discipline or education;
- Proficiency in written and spoken Chinese and English;
- Familiarity with statistic and scientific analytical skills;
- Experience in the implementation and evaluation of school based health promotion and health education project.

## **Services**

### **Consultancy services**

A consultant will be invited through the advertisement in the Hong Kong Psychological Society to provide professional services to the project. Hong Kong Psychological Society is a professional association of all specialities of psychology in Hong Kong and also maintains a Register of psychologists who have applied for and granted admission to the Register. The consultant will be responsible for providing the consultant service in form of a package charge to cover the teacher training programme including Pre-program Mentorship Training, Training Programme and Curriculum Design Workshops. He / She will provide a range of activities such as face-to-face lectures, project team meetings, lecture notes preparation, briefing and debriefing. The consultant will also be involved in providing some personal communication or counselling to the programme participants. He or she will join the project team to assess the needs of the preschools and provide training and professional advice on the development and evaluation of comprehensive socio-emotional well-being education curricula for preschools throughout the project period. He or she also helps to develop the web-based resources.

Requirement:

- Postgraduate qualification, in education and/or counselling psychology and expertise in personal emotional development, counselling, preschool education, and socio-emotional development in young children;
- Preferably to have knowledge and experience in the CSEFEL model for early childhood socio-emotional development among preschool children;
- Local expert is preferable since he / she has understanding on the local education system;
- Proficiency in written and spoken Chinese and English;
- Having experience in the implementation and evaluation of school based health promotion and health education project.

## **Equipment**

### **Website design and development and layout design**

A web-based resource bank of SEWEC will be established for wider dissemination of the relevant mental health promotion resources, guidelines, school experiences and good practices. A professional website development agency will be contracted to design and develop the website.

### **Production of resources material**

Resource material will be produced and disseminated to participating preschools and interested preschools to facilitate their socio-emotional well-being education and promotion activities. The resource materials will include training manuals, teaching kits, models for socio-emotional education and practices, and example curricula.

### **Digital video camera and accessories**

It will be required for the participants to review the training activities who are not able to attend the programme. A high resolution with adequate focal length video camera together with the accessories including tripod and power strip are needed.

### **Purchasing of the SCBE-30**

The Social Competence and Behaviour Evaluation Scale - Short Form (SCBE-30) is a reliable tool to measure the perceived competence of social-emotional development of 1 to 5 years old children. Assuming that the assessment will be conducted on 10% of the preschoolers of the participating preschools (i.e. 30 students for 30 preschools = 900) and double up the number of assessment to (900 x 2 = 1800) because of the pre-and-post assessment. In addition to the training needs, the number of assessment will come up to about 2,000 assessments. Based on the information provided by the publisher, the price for purchasing the SCBE-30 is US\$112.50 for the full kit including the instrument, 25 scoring sheets, and the manual. The extra scoring sheet is US\$50.00 per pack of 25. Totally, we need one full kit and additional 79 packs of scoring sheets (US\$112.5+US\$50 x 79) x HK\$7.8 = HK\$31,687.5. We round it up to HK\$31,700.

## **General expenses**

### **Printing for teaching material, questionnaire, postage**

Printing of questionnaires, workshop handouts, other related record forms, etc:

### **Cost of running seminars**

Operational cost for the training workshops, learning groups, sharing seminars and mental health promotion activities including campaign and exposition, refreshments, helpers, etc.

### **Venue**

For easy access of different districts of preschools, a primary / secondary school located in Kowloon will serve as the



ining site to provide space, electricity, presentation equipment and water supply which is about HK\$1,000 per hour. Cost of running the symposium will be held at the Hong Kong Institute of Education that will be absorbed by the Institute.

Travelling fee

Staff travelling expensed for official duties: HK\$305/ month x 18 months ~ HK\$5,500

Miscellaneous: Banner, storage device, stationary

It will be required to support the project team in carrying out project activities.

Administration and management charges:

The Institute required building in 15% of the overall budget sought to cover the running cost on financial services, general administrative services and contract administrative services, human resources management, technological support, etc.

Audit fee

The expenses for an external auditor's report have been incorporated in the proposal budget.

### Assets Usage Plan

Category	Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment (Note)
Equipment	Digital video camera and accessories	1	6500	The digital video camera will be used by the Department of Early Childhood Education, the Hong Kong Institute of Education after completion of the project.

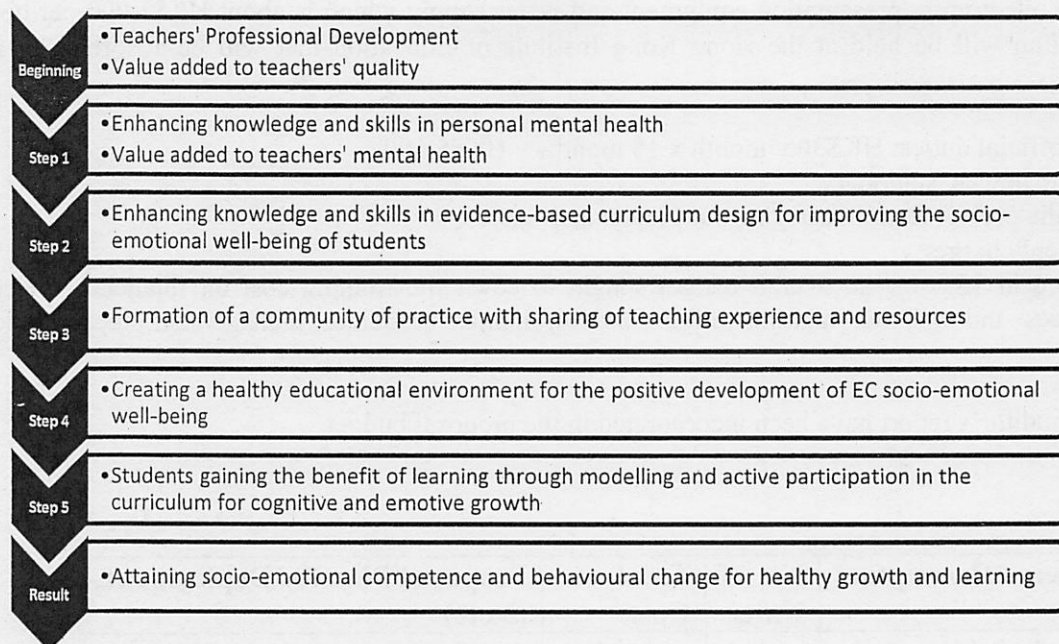
### Expected Outcomes and Deliverables of the Project

- Principals and senior teachers will acquire skills in conducting assessment of the socio-emotional well-being of preschool children and be able to identify at-risk children;
- Participants would gain knowledge and skills in understanding the socio-emotional development, the expression and behaviours of young children, and communication skills to convey information on at-risk behaviour to parents;
- Participants would gain knowledge and skills in designing an evidence-based curriculum for socio-emotional development usable in preschool classrooms;
- Through the promotion and efforts of participants, a socio-emotional healthy environment could be created that provides positive support for a better development of young children as well as being responsive to their socio-emotional needs;
- A website will be created to serve as an information hub for the project with materials of the learning modules posted;
- The website will also serve as a warehouse for the curricula designed and developed during the workshops to be shared among all participating preschools. Assuming each participating preschool produces one session or lesson, there will be 30 different lessons with activities and required materials deposited in the curriculum bank.

### Significance and impact of the project

The significance and impact of the project on teachers and students can be depicted by the following chart:





### Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following schedule :

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 1/12/2015 - 31/5/2016	30/6/2016	Interim Financial Report 1/12/2015 - 31/5/2016	30/6/2016
Progress Report 1/6/2016 - 30/11/2016	31/12/2016	Interim Financial Report 1/6/2016 - 30/11/2016	31/12/2016
Final Report 1/12/2015- 31/5/2017	31/8/2017	Final Financial Report 1/12/2015- 31/5/2017	31/8/2017

### Project Evaluation

The efficacy of the intervention programme will be evaluated in two main aspects: the process and the outcomes through efforts of the process and the outcome evaluations.

#### Process Evaluation

The main purpose of the process evaluation is to examine whether the conduct of the intervention programme is proper and acceptable to the target participants. The process evaluation will include the participants' perceptions of the planning, main contents, and the delivery of the programme contents. The scope of the evaluation will cover the full programme, individual sessions of the learning modules, workshops, and the symposium. In addition, the consultant who is responsible for delivering the programme will also be evaluated. These evaluations will be carried out at different time points of the programme. For the content evaluations, they will be conducted at the end of each session of the learning module. For the full programme, an evaluation will be performed at the end of whole programme, and the same will apply to the symposium. Evaluation questionnaires will be designed specifically to capture the views and perceptions of the participants regarding the various aspects of the programme. These questionnaires will be piloted and field tested before being employed for the actual evaluation.

#### Outcome Evaluation

In order to demonstrate the efficacy of the programme in terms of having an effect on improving the socio-emotional development of young children in preschools, an outcome evaluation will be implemented. This evaluation will aim to



Less whether the programme can really enhance the socio-emotional skills of children through the exhibition of the target behaviours. The evaluation will be conducted using a pre- and post-intervention design in such a manner that the children's behaviour will be assessed before their teachers have received the intervention, and the assessment will be repeated again after their teachers have completed the intervention programme. Given that after the completion of the programme teachers would require some time to integrate their learning and understanding into their teaching practice, the effect, if any, would not be expected to be shown immediately or even shortly after the intervention. In order to allow time for the teachers to work on their skills and to apply their knowledge to the actual classroom environment, the post-intervention evaluation will be conducted four months after the completion of the programme. The Social Competence Behaviour Evaluation (Short Form; SCBE-30) (LaFreniere & Dumas, 1996) will be employed as the assessment instrument for the primary outcome of the efficacy of the programme. Participating teachers will be provided with training on the assessment of young children's behaviour using the instrument. For the success of the programme, it is expected that there will be a positive change in all three domains of the assessment tool, namely social competence, aggression control, and withdrawal. A significant increase in the scores on these domains from the baseline measure would suggest the success of the programme. The secondary outcomes, including the website and designed curricula, will be evaluated using the qualitative information collected via the group interviews.

### **Sustainability of Project Outcomes**

#### Formation of a club for the promotion of the socio-emotional development in early childhood

During the intervention programme, active members could be approached to share the vision of the formation of a club for all participants. The formation of the club should be initiated by the members and organised by the members. The purposes of the club are twofold: for further communication and interaction among participants of the programme; and to form a united front for promoting socio-emotional development in early childhood through preschools. The club can serve as an anchor point for 450-750 beneficiaries of the programme as a training ground for other preschool teachers. On-going training could also be organised through the club to further enhance the knowledge and skills of the members.

#### Use of social media for continuing network building and information sharing

As previously mentioned, a website will be created as one of the outcomes of the project to serve as an information warehouse of the materials used in the programme as well as to house the curricula developed by the participants. Upon the completion of the project, the website could be further developed into a hub of communication and interaction among the graduates and staff of their organisations. In view of the formation of the club, the website could also be linked to the site of the club for the formation of an online virtual community of preschool teachers for socio-emotional development.

### **Dissemination / Promotion of Project Outcomes**

#### Symposium

As part of the programme, symposia will be organised at the end of the programme each year to showcase the products or outcomes of the workshops. These symposia will be open to all participants, their associates, colleagues, and community partners. Through the presentation and sharing of the participants and invited speakers, the outcomes of the project will be communicated to a wider community.

#### Media exposure

As part of the promotional campaign of the project, the Communication Office of HKIEd will inform the media through media alerts at the beginning of the project to highlight the importance of the project to preschool teachers in Hong Kong. The same media campaign will also be launched at the end of the project to inform the public of the outcome of the project. This will take the form of a press release and interviews by the media.

#### Website and online media via the HKIEd platform

As mentioned above, a website will be created under the Department of Early Childhood Education, HKIEd to house the produced materials as well as to serve as an information hub for the project. Access to the website and the materials will be granted to all participants, their organisations, and other permitted members of the public. Some participants could also be invited to share their experience and their own outcomes through a video filmed by the professional crew of HKIEd. These video can be posted on the YouTube site of HKIEd for international dissemination. Moreover, a Facebook account will be created for the project and all participants, their colleagues, and associates who will be invited to be friends. The account will be maintained and managed with support from the project leaders and active members of the group.

### **Timeframe of the project**

#### Implementation plan of the SEWEC project

Stage of Implementation and Time Schedule	Project Milestones and Major Tasks
- Phase 1: Preparation (December, 2015)	- Recruit and train project staff
-	- Analyse mental health knowledge content used in preschools
-	- Investigate and identify the potential mental health challenges faced by teachers through a literature review and interviews



	<ul style="list-style-type: none"> <li>- Consult about 20 preschool teachers on the teaching material in selected preschools</li> <li>- Refine the teaching material, measuring tools and related resource materials based on feedback from consultations and the EC teachers</li> </ul>
<ul style="list-style-type: none"> <li>- Phase II: Implementation and Evaluation of SEWEC programme (January, 2016 to December, 2016)</li> </ul>	<ul style="list-style-type: none"> <li>- Organize a three x two-hour Pre-Training Mentorship programme for the Principals or senior teachers. The three sessions of the training programme will include:               <ul style="list-style-type: none"> <li>- introduction of the programme and planning with the mentors from each preschool</li> <li>- introduction to the school competence and behavioural evaluation</li> <li>- socio-emotional assessment training</li> </ul> </li> <li>- Organizing eight x two-hour professional seminar training sessions for both mentors and front-line teachers. The eight sessions will include:               <ul style="list-style-type: none"> <li>- self-evaluation of emotional literacy and communication</li> <li>- assessing the function of children's behaviour</li> <li>- helping children to manage their own behaviours</li> <li>- promoting positive social interaction through the use of the environment and activities; promoting positive peer social interactions</li> <li>- positive behaviour support</li> <li>- using functional communication techniques to replace challenging behaviour</li> <li>- helping children to express their needs; helping children to express warmth and affection through modelling</li> <li>- promoting positive peer social interactions</li> </ul> </li> <li>- Evaluate the programme through assessment of the curriculum development, survey and interviews with the school principals and senior EC teachers, and assessment of the behavioural change in young children before and after the programme.</li> <li>- Provide continued professional support to strengthen the school-based socio-emotional well-being programme.</li> <li>- Organize three x two-hour professional training workshops to gain hands-on experience of designing a curriculum for enhancing the socio-emotional well-being of children.</li> <li>- Organize a symposium for all participants, their associates, colleagues, and community partners to share the experience of participants and invited speakers in order to enhance communication to a wider community.</li> </ul>
Phase III: Dissemination and Reporting (January to May, 2017)	<ul style="list-style-type: none"> <li>- Produce an electronic version of the teaching material;</li> <li>- Launch web-based teaching materials;</li> <li>- Provide on-going train-the trainer supports;</li> <li>- Support the formation of networks for the preschools and partnership programme for socio-emotional health promotion;</li> <li>- Report writing</li> </ul>

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